



# Assessing and Evaluating for Learning

LT703001 2011

EDUCATIONAL DEVELOPMENT  
CENTRE

## Course Outline

August 5<sup>th</sup> to November 11<sup>th</sup> 2011

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SMS Code: LT703001

Total Learning Hours: 100

Contact Hours: 30 Self Directed Hours: 70

## Introduction

### Welcome to Assessing and Evaluating for Learning.

This course is offered in a blended delivery form through a mix of 5 optional workshops, self directed learning and online learning.

Access to the on-line components is through the website  
[http://www.wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning)

The online discussions for this course can be accessed on <http://moodle.op.ac.nz>

## Aim

To expose participants to a range of learner centred assessment theories, principles and practices which enable participants to design or select, and implement appropriate assessment tools.

## Learning Outcomes

At the successful completion of this course, participants will be able to:

1. define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
2. recognise, analyse and design a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
3. explore and consider a range of culturally diverse assessments which includes alternative ways of assessing and supports the transfer of knowledge from one culture to another;
4. construct and justify clear and specific assessment/marking criteria to support student learning;
5. explore pre and post assessment moderation to provide a base from which to critique the role and impact of assessment and evaluation on student learning;
6. demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
7. critique a variety of feedback models/processes and then provide clear, constructive feedback to support and advance student learning.

## Structure

Week	Interactive sessions	Focus
Aug 5 - 11	<b>WS</b> *(workshop) Aug 5 in G303 at 1 pm <b>EI</b> *(Elluminate online) Aug 9 at 1 pm	Introduction to Assessment and Evaluation Principles Processes and Practices
Aug 12 - 18	<b>WS</b> Aug 12 in G303 at 1 pm <b>EL*</b> - Aug 16 at 1pm	Aligning and Designing Assessment
Aug 19 – 26	No workshops – focus on Assessment 1 and the first 3 modules	
Aug 29 – Sept 2	<b>EL</b> - Aug 30 at 1pm <b>WS</b> - Sept 2 in G303 at 1 pm	Assessment Types and Tools
Sept 5 - 9	<b>EL</b> – Sept 6 at 1pm <b>WS</b> - Sept 9 in G303 at 1 pm	Feedback and Learning Support
Sept 12 - 16	<b>EL</b> – Sept 13 at 1pm <b>WS</b> - Sept 16 in G303 at 1 pm	Assessment Decisions and Marking
Sept 19 – Nov 11		Self Directed - Assessment Completion

\***WS** = workshop – these are onsite in Dunedin and optional

\***EI** = Elluminate session online – also optional and the access site for each session will be published on [Moodle](#)

## Assessment

There are three assessment tasks that must be presented for marking in this course.

**NB:** Work submitted later than the due date without an arranged extension will not receive feedback.

If planning to graduate this year - **all assessed work** must be in for marking by **November 11<sup>th</sup>**.

### To pass this course:

**Participants must undertake and successfully complete the 3 assessments.**

- 1. Evaluation of own course assessment (written submission) - 5 September 2011**  
Evaluating the assessment in a course you are teaching/facilitating or undertaking
- 2. New assessment strategy (written submission) - 17 October 2011**  
Presenting a new/revised strategy for a course you are teaching/facilitating or undertaking
- 3. Assessment discussions (online discussion) - 11 November 2011**  
Participate in discussions online relating to assessment

Detail on all three assessments follows on the next page.

**NB: As an alternative to the set assessment activities there is also the option to plan and develop your own individual assessment to meet the course learning outcomes. Discuss and negotiate this with the course facilitator.** This plan must be finalised, agreed to, and signed by the participant and course coordinator by **29 August 2011.**

## ASSESSMENT

### 1. Evaluation of own course assessment (written submission)

#### Assessment:

Present in a written format of your choice\* an evaluation of the current assessment practices for a course you are teaching/facilitating or undertaking.

This in-depth exploration should include consideration of:

- what assessments are being used
- the purpose of these assessments
- the relevance of the assessment tools and practices to student learning
- whether the assessment is fair, valid, reliable, usable and clear
- the relationship of the assessment to the learning outcomes for that course

\*This written format could be any written format including a blog entry, a wiki, an essay/report/review, a PowerPoint presentation or any other written form.

#### Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Evaluation of each aspect of the course assessment (the what, why and how)
- ✓ Discussion supported with rationale &/or literature &/or examples

The course outline and assessment information evaluated must be attached or the work will not be assessed

(Word count guide = 500 to 1000 words for the evaluation – excluding attached outline/assessment information)

Due Date: submit by or before **Monday 5 September 2011**

Submit by email (including weblinks if used) or in hard copy to the Course Facilitator

### 2. New assessment strategy (written submission)

#### Activity

Rewrite, modify or adapt the assessment strategy for the course you evaluated in assessment one or develop a new strategy for that course.

#### Assessment

Present the new or revised assessment strategy for the course you evaluated in assessment one as you would present this to students in a course outline/ information document.

In written form critically discuss your reasoning and rationale for this alternative approach and support this discussion with clearly referenced relevant literature.

**NB:** Critical discussion and reflection involve a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

#### Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ A copy of the course outline/information sheet with new/revised assessment information attached that is sufficiently clear to the learners
- ✓ A critical discussion of the rationale and reasoning for the strategy
  - ✓ Including acknowledgement of learner needs and consideration of diversity
- ✓ Discussion well supported with literature sources
  - Material well structured and presented with consistent referencing (preferably APA style)

(Word count guide for the critical discussion = 500 to 1000 words)

Due Date: submit by or before **Monday 17 October 2011**

Submit by email (including weblinks if used) or in hard copy to the Course Facilitator

### 3. Assessment Discussions (online discussion)

#### Activity:

Participate in the online discussions on this course's Blackboard discussion board sharing your thoughts and experiences related to the topics that are discussed.

#### Assessment:

Whilst participating in the online discussions you will be assessed on 3 of your postings relating specifically to your comments on the topics:

- \* Moderation
- \* Cultural diversity
- \* Feedback in assessment

Each must meet the following assessment criteria:

#### Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Acknowledge relevance to your own teaching context
- ✓ Be supported with literature &/or examples

**Due Date:** all contributions to meet above criteria must be posted on the Blackboard discussion board by

**Friday 11 November 2011**

Everyone's postings open the potential for further discussion. I would encourage you to read and comment on other postings but this is not part of the assessment.

**Grading:** As the emphasis is on learning process rather than outcome there are 2 grades only in this course: passed or not passed

#### Recommended Reading

Useful resources to dip into

Biggs, J. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press.

Brown, S., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education*. London: The Society for Research into Higher Education & Open University Press.

Brown, S., & Knight, P. (1994). *Assessing learners in higher education*. London: Kogan Page.

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page.

Many more resources are available through the course site on WikiEducator.

[http://www.wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning)